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ABSTRACT

A part of the results of the evaluation of more than 50 federally funded ESEA Title I projects in Philadelphia, this volume reports on the evaluation of the cluster "Cultural, Affective, and Supportive Services." Projects in this cluster seek to provide children with additional activities and services that are designed to enrich their learning and cultural experiences and to help the children gain a greater understanding of themselves, their environment, and interpersonal relations. Projects in this group are: Affective Education, Art Specialist Teachers, Closed-Circuit Television, Communications Experiences, Creative Dramatics, Cultural Experiences, Dual Audio Television, Human Relations Retreats, Instructional Materials Centers, Itinerant Hearing Service, Motivation "B", Multimedia Center, Music Specialist Teachers, Speech and Hearing, Speech Therapy Clinics, and Understanding. This volume contains a cluster report, which is an overview of the cluster projects, and digest reports of projects within the cluster in the following format: identification and description of the project (rationale, objectives, operational characteristics, previous evaluations); current evaluation procedure (scope and design, instruments, subjects, analysis of data); results; and conclusions. (For related documents, see TM 003 231-233.) (DB)

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EVALUATION OF TITLE I
ESEA PROJECTS
1971-1972

VOLUME I

CULTURAL, AFFECTIVE AND SUPPORTIVE SERVICES PROJECTS

Report #7216 Prepared by

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PROJECT ADMINISTRATORS

The projects reported in this volume have been funded under Title I, ESEA, USOE Grant #48C-1515-51-011-01 administered through the Office of Federal Programs, Thomas C. Rosica, Executive Director. Named below are the individual project administrators.

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Speech Therapy Clinics	Charles P. McLaughlin
Understanding	Charles P. McLaughlin

SOURCES OF INFORMATION

Evaluations of the Affective Education, Dual Audio Television, and Communications Experiences projects were designed and conducted by Wendy Gollub, Terry Borton, and John Dunn, respectively; these reports were abstracted by David W. Allen. The evaluations of public school projects were conducted by the District Research Associates; the non-public school projects' information was provided by Charles P. McLaughlin; both of these categories were analyzed and reported by Stephen H. Davidoff.

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INTRODUCTION: EVALUATING TITLE I ESEA PROJECTS IN CLUSTERS

This marks the second year of an intensive effort by the Department of Instructional Systems Research to look at Philadelphia's ESEA, Title I program as a whole, greater than the sum of its separate parts. To meet the service responsibilities of the Department, a holistic approach was initiated in 1970 by which individual evaluation teams were assigned in accordance with specified management-information needs rather than the accumulation of peripherally related projects.

Feedback from various levels of management revealed that gathering of specified clusters of related management information provided a more viable system for obtaining the variety of information required and facilitated an in-depth look at more comprehensive evaluation questions.

Evaluation Procedure

The operational strategy of the 1971-1972 evaluation approach to the assessment of the Title I projects centered around the development of systematic information that would answer four basic questions:

1. To what degree have the efforts of certain Title I projects provided cultural experiences, intersocial opportunities, and supportive services for the target-area students?

2. To what degree have school-community interactions been strengthened by certain Title I projects?

3. What effect has the Title I program had upon instructional techniques and upon student cognitive performance?

4. In what ways have the Title I projects provided auxiliary services and enhanced vocational opportunities for target-area students?

Reporting the Findings

The preparation of a composite report dealing with more than 50 federally funded projects precipitated the decision to devote a separate volume to each of the four programmatic categories:

1. Cultural, affective, and supportive services;

2. School-community relations and unique staffing patterns;

3. Instructional practices and student cognitive performance;

4. Auxiliary services to schools and pupils.

Within each volume the reader will find a uniform reporting format which contains two parts: a cluster report, and digest reports on projects within the cluster. The cluster report gives an overview of the cluster projects and their common impact, and sets the stage for the reports of noncommon aspects of the individual projects which follow it. In each report, the topical/textual sequence is the same: (a) identification and description of the project or cluster (rationale, objectives, operational characteristics, previous evaluations); (b) current evaluation procedure (scope and design, instruments, subjects, analysis of data); (c) results; and (d) conclusions.

Program Monitoring in 1971-1972

The value of extensive systematic program monitoring has been demonstrated in past evaluations. Combinations of visits, test scores, interviews, and questionnaires tend to complement each other and extend the information base required for successful decision making.

During the current school year, 739 observations were made. The facilities were rated favorably and the children were described as interested and involved.

In the 204 regular classrooms observed, reading and language arts were the most common area of instruction. Typically, teachers interacted with the "whole class" (rather than individual children) and employed teacher-selected materials. Most frequently, children were described as listening, speaking, and watching rather than reading, writing, or handling.

The chalk board was the most common instructional aid in use. In only 1.5% of the visits were classes described as disinterested, uncooperative, or nonparticipating. Project-supportive personnel were observed in 68% of the visits. It is believed that this number of systematic observations, gathered from carefully determined samples, provides information that is representative of the School District.

CULTURAL, AFFECTIVE, AND SUPPORTIVE SERVICES: CLUSTER OVERVIEW

"Cultural, Affective, and Supportive Services" are those projects which have as a common denominator aspects and concerns of a somewhat general nature and, thereby, seek (a) to provide primary grade children with additional activities and services so that their initial exposure to learning will be enriched, thus establishing the foundation for future cognitive development, (b) to provide target-area children with the opportunity for cultural enrichment in the fields of art, music, and creative dramatics, and (c) to help children gain a greater understanding of themselves, their environment, and interpersonal relations.

Projects in this group are Affective Education (AEP), Art Specialist Teachers (AST), Closed-Circuit Television (CCTV), Communications Experiences (CEP), Creative Dramatics (CD), Cultural Experiences (CE), Dual Audio Television (DATV), Human Relations Retreats (HRR), Instructional Materials Centers (IMC), Itinerant Hearing Service (IHS), Motivation "B" (M - B), Multimedia Center (MMC), Music Specialist Teachers (MST), Speech and Hearing (SHP), Speech Therapy Clinics (STC), and Understanding (UP).

The information for the reports came from three basic sources:

1. Project directors and resident research staff members (e.g., AEP, DATV, CEP, IHS).

2. District Research Associates (e.g., AST, CCTV, IMC, MST).

3. Coordinator of Nonpublic School Projects (e.g., CE, HRR, M - B, MMC, SHP, STC, UP).

Findings summarized in the individual reports permit these generalizations:

1. The Title I schools assigned to receive the services provided by the projects are receiving those services.

2. Field trips and other events designed as component curricular experiences appear to attain their goals when direct efforts (by the classroom teacher) are made to correlate the experiences within the ongoing school program.

3. Projects created to deliver health services are operating as designed. Extending such services might reduce the magnitude of the problems and enhance the functional effectiveness of the participating children.

4. The media projects reported in this cluster are enjoying varying degrees of success.

5. Participants of projects designed to influence the affective domain report satisfaction with the projects and related activities.

Overall, the projects reported in this cluster are having desirable impact upon the participants. Cultural experiences are being provided to supplement the ongoing school program. In addition, affective experiences are being provided to students and staff which may enhance the learning process.

Evaluations of individual projects in this cluster are presented in alphabetic order in the pages which follow.

AFFECTIVE EDUCATION
(PBRS #211-04-611)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume. It is based on information provided by the project director and resident Research Associate on the AEP staff.

The Affective Education project (AEP) is a multifaceted project involving (a) teacher training and support, (b) organizational alternatives, (c) curriculum development, and (d) parent training.

The project is based on the assumption that students should be receiving a process-oriented curriculum where there are direct connections between what is happening in the classroom and students' concerns. The project assumes that most people are concerned with three basic needs: (a) the need to develop a positive concept of self, (b) the need to develop meaningful and satisfying relationships with others, and (c) the need to feel a sense of power or control over what happens to them. As indicated in the Coleman report (1968), there appears to be a relationship between these basic needs and their interaction in the school situation with scholastic performance.

The philosophy of the project assumes that the information explosion has rendered the attempt to teach all content knowledge a student might need futile. Therefore, today's curriculum should center on the logical and psychological processes (Bruner, 1962) of the learning situation. This includes dealing with decision making, determining point of view, interpreting and creating symbols, dreaming, questioning, planning and acting in process-oriented curriculum which weaves the cognitive with the affective.

Research during the 1970-1971 school year indicated that AEP-trained teachers used a great variety of affective techniques (e.g., role playing and group problem solving). In 46 of 58 occasions, expected differences between affective and control classrooms were observed. Affective classrooms were viewed more often as open to students expressing their opinions, teachers displaying understanding of students' opinions, teachers and students working together in a relaxed and open atmosphere. Students had more positive attitudes toward AEP-trained teachers and said they learned more in their English literature courses. This was not the case with respect to basic skills (e.g., reading comprehension) and American history where no significant difference between AEP students and control students were observed.

Current Evaluation Procedures

The 1971-1972 evaluation was designed to provide data on objectives in three areas: (a) effects on teachers, (b) particular components of teacher

training, and (c) the School for Human Services. The following questions were investigated:

1. Do teachers perceive AEP as useful in dealing with discipline problems in constructive ways, in promoting basic skills learning, and in varying their teaching strategies with particular emphasis on experimental and concern-centered strategies?

2. What is unique and important about the affective training as compared with previous in-service training experiences?

3. Do students feel more positive toward school and self as compared with last year?

4. Do students feel they improved in basic skills and course work compared with last year?

5. Do students value what they are learning in family groups and in regular classes?

6. Do students gain human service job experience that helps them clarify and feel greater control over future job choices?

Students and school staff were interviewed and a student forced-choice questionnaire was administered at the end of the year. Results from a questionnaire developed to answer the above questions were supplemented with brief phone interviews. The questionnaire and interview data were tallied and reported in percentages.

Results

Data relevant to Question 1. Do teachers perceive AEP as useful in dealing with discipline problems in constructive ways, in promoting basic skills learning, and in varying their teaching strategies with particular emphasis on experimental and concern-centered strategies?

The data (e.g., see Gollub, 1972) support the following answers to the question. Ninety-five teachers (N=111) reported that the AEP helped them deal with discipline in more constructive ways than they had previously. This was corroborated by positive responses from principals on teachers' abilities to deal with discipline. Sixty-three of 111 teachers responded that AEP promoted basic skill learning; twenty-eight reported that AEP had no effect on basic skill learning; and two thought that AEP discouraged basic skill learning. In the 111 teacher returns, 636 mentions of classroom techniques learned during AEP training were made. This averaged to six games or strategies practiced by each AEP-trained teacher, which was interpreted as meaning that new means to motivate students and to encourage their expression of feeling were being utilized.

Data relevant to Question 2. What is unique and important about the affective training as compared with previous in-service training experiences?

The particular components of teacher training indicated the following rankings: (1) Introductory workshop, (2) Support groups, (3) Classroom observations, and (4) Courses and workshops. Telephone interviews corroborated these data and indicated that increased positive feeling about the training group developed during the year.

Data relevant to Question 3. Do students feel more positive toward school and self as compared with last year?

Pupils reported that they felt more positive toward school and self this year (i.e., 90 vs. 7). This was supported by the finding that 80% of the students claimed they attended school more than in past years.

Data relevant to Question 4. Do students feel more improved in basic skills and course work compared with last year?

Pupils felt they improved in basic skills and course work compared with last year (i.e., 70 vs. 20). The researcher reported that current data also indicated this to be true for course work.

Data relevant to Question 5. Do students value what they are learning in family groups and in regular classes?

Data on a questionnaire on "family group" experiences indicated mixed results. Compared with last year, students valued family group and regular classroom learning experiences more by a 97 to 33 margin. When comparing family group and regular classroom learning experiences, students indicated they were more likely to cut family group than regular class and that it was easier to be excused from the family group, but that they felt family group was slightly more important than regular course work.

Data relevant to Question 6. Do students gain human service job experience that helps them clarify and feel greater control over future job choices?

Students (i.e., 19 and 16 respectively of 70 respondents) felt that they had not learned all they had hoped to, and they wished they had had more chance to help people directly. Students (i.e., 65 of 91) also reported that they were more likely to cut their job than class. Social workers were used to bridge the gap between the world of work and the world of school, and their presence was considered important to the students (i.e., 110 positive vs. 11 neutral or negative).

Conclusions

Question 1. Do teachers perceive AEP as useful in dealing with discipline problems in constructive ways, in promoting basic skills learning, and in varying their teaching strategies with particular emphasis on experimental and concern-centered strategies?

The results of AEP training appears to effect changes in teacher behavior as indicated by the teacher responses on dealing with discipline more constructively and in using new teaching strategies. About half the teachers perceived the affective program as improving basic skills learning.

Question 2. What is unique and important about the affective training as compared with previous in-service training experiences?

During the year, five intensive introductory 30-hour workshops were conducted which teachers felt "most essential" in their rankings. Generally, teachers felt that AEP workshops (a) dealt with an important but unique content, (b) involved people more actively than other training, (c) generated a spirit of support and sharing, and (d) contained more extensive follow-up, depth, and continuity than other programs. They also suggested adding more teachers to the training groups, promoting a better understanding of AEP with nonparticipating teachers and administrators, and increasing AEP supportive services.

Question 3. Do students feel more positive toward school and self as compared with last year?

Results indicated that students feel more positive toward school and toward themselves as a result of a year in the School for Human Services. The project data suggests that this may have occurred as a result of students' feeling of more power of self-determination as to what was going to happen in their lives at the school.

Question 4. Do students feel they improved in basic skills and course work compared with last year?

Students' felt that they had learned more in their courses this year as compared with last year both in the area of basic skills (i.e., reading and writing) and regular course work.

In order to verify student perceptions of basic skill and course work improvement, the average grades for students' course work might be analyzed over the two-year period.

Question 5. Do students value what they are learning in family groups and in regular classes?

The findings are somewhat mixed in comparing learning in family groups and regular classrooms. There were discrepancies between the students' statements which indicated "great value" of family group learning experiences and the tendency to cut family groups more frequently than regular classes. Efforts to resolve these differences should be attempted before one attributes educational benefits to this setting. Students' reporting (i.e., 48 of 97) that it was easier to cut family group than their regular class may indicate a more permissive management of the family group experiences. The teachers themselves indicated some dissatisfaction with how the family group was working out; however, the students were positive about their experiences throughout the year.

Question 6. Do students gain human service job experience that helps them clarify and feel greater control over future job choices?

From the human relationship and vocational aspects, the job apprenticeships served a useful function. However, jobs apparently should be made more educational and interesting for AEP students.

In summarizing conclusions about the School of Human Services (i.e., questions 3 through 6), student comparisons with previous school experiences indicate a change in student attitude toward school and self; student learning of communication skills in particular; increased exposure to the work-a-day world and vocational guidance; students' reassessment of the importance and relevance of school.

ART SPECIALIST TEACHERS
(PBRS #211-02-513)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Art Specialist Teachers (AST) project provides instructors who teach art and art appreciation in target-area elementary schools.

The objective of this project is to improve the pupils' abilities in the handling of art materials and to develop within each child an appreciation of art.

Fifty-three instructors serve 97 public and 27 nonpublic Title I schools. They are allocated to each district on the basis of percentage of target-area children. Each instructor teaches two morning and two afternoon classes daily for a total of 20 periods every week. Specific classes are assigned by the school principal within this schedule. Staff development sessions for the teachers are conducted on a district level by AST supervisors.

Current Evaluation Procedure

A descriptive evaluation was used during the 1971-1972 school year, assessing the current status of the project with respect to its goals.

Extensive project monitoring was conducted by the District Research Associates in Districts 1 through 7 between December and May, using the Title I Observational Checklist. Findings were summarized in terms of frequency. The observations reported were conducted in the public schools.

Results

Data obtained from use of the Title I Observational Checklist are summarized in Table 1.

TABLE 1

SUMMARY OF MONITORING DATA BASED ON 37 OBSERVATIONS

Condition Monitored by Observer	Frequency of Observations*	
	Condition Present	Condition Lacking
Pupils producing unique work (not copying).	33	4
Art supplies present for lesson.	37	0
Lesson is part of a unit.	15	21
Sample of technique on display.	27	8
Teacher reviews lesson.	25	9
Pupils using materials for lesson.	37	0
Pupils participate in a critique of lesson.	23	9
Pupils participating in discussion.	24	9
Pupils' work is displayed.	34	2
Classroom teacher present.	13	24
Teacher encourages problem sol ing.	26	5

No. of visits per week by Art Specialist Teacher: 1 visit.

No. of minutes per visit by Art Specialist Teacher: 50 minutes.

*Where total is less than 37, responses were omitted from the Observational Checklist by the observer.

Conclusions

Thirty-seven observations conducted during the current school year indicated that materials and equipment were accessible and appropriate 94% of the time. Attendance averaged 90% and pupils' attitudes with respect to cooperation/interest/involvement was rated satisfactory or better for 95% of the observations. The lessons tended to be isolated activities rather than a part of a current unit. The AST was observed encouraging problem solving and student participation. The latter activity was facilitated via a review/critique at the end of the lesson. Although the quality of the lessons remained high, the quantity of exposure was less than minimal. The regular classroom teacher was present 36% of the time. Alternative staffing patterns which facilitate more comprehensive usage of the Art Specialist teacher should be explored.

CLOSED-CIRCUIT TELEVISION
(PBRS #211-18-511)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Closed-Circuit Television (CCTV) project involves students in the use of CCTV equipment and the production of CCTV programs for use in target-area schools. There are currently 21 public schools and 1 non-public school participating in the project. Each building has a TV Material Assistant assigned to the project.

Currently, the major objective is to develop, produce, and broadcast CCTV programs designed to meet specifically selected problems of pupils in areas such as behavior and task proficiency.

Current Evaluation Procedure

A descriptive evaluation was used during the 1971-1972 school year, to assess the current status of the project with respect to its goal. Extensive project monitoring was conducted by the District Research Associates in Districts 1 through 7 between December and May, using the Title I Observational Checklist. In addition, reports from CCTV aides were examined and relevant descriptions were noted. Findings were summarized in terms of frequency and percentage.

Results

Data obtained from use of the Title I Observational Checklist are summarized in Table 1.

TABLE 1

SUMMARY OF MONITORING DATA BASED ON 28 OBSERVATIONS

Condition Monitored by Observer	Frequency of Observations*	
	Condition Present	Condition Lacking
Equipment in working order.	21	7
Classroom available as a studio.	20	7
Program being taped for later use.	13	14
Classroom teacher present.	6	12
Aide showing students how to use equipment.	15	9
Antenna system working.	22	5

No. of service calls per month: 2

No. of students using CCTV equipment: For 23 visits--an average of 4 students was observed.

*Where total is less than 28, responses were omitted from the Observational Checklist by the observer.

Conclusions

The equipment and antenna systems were found to be in good working order 78% of the time. This differs from past findings which noted the deterioration of equipment. Children were receiving instruction on how to use equipment 62% of the time. When used for instructional purposes, reading was the most common content area. The quality of the services was found to be inconsistent from school to school and depended upon the interest and creativity of the aide and building staff.

COMMUNICATIONS EXPERIENCES
(PBRS #211-02-844)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Communications Experiences project (CEP) provides students (K-12) with alternative modes of communication and learning through audio-visual materials. Teachers receive training and supportive services which provide alternative ways of teaching and evaluating the dynamics of learning processes.

Audiovisual experiences, film and filmstrip-making are used to provide motivation for learning and facilitate the development of communication skills. Communicating, and learning about oneself and others through establishing communication, needs to be a part of every child's classroom experience.

Current Evaluation Procedure

A descriptive evaluation written by the project director was abstracted for this report in order to summarize principals' and teachers' perceptions of CEP function in the schools and the services rendered to Title I schools.

Results

Data obtained from CEP, shown in Table 1, indicated the following services were delivered to Title I schools. The major service received from CEP was the use of their film library and their consultants.

In twenty-four schools where a staff member or intern of CEP was working, a principal's questionnaire was administered. Responses to this questionnaire are summarized in Table 2. Principals indicated satisfaction with the services provided by CEP.

Table 3 shows the reponses of 114 teachers to a CEP questionnaire assessing teachers' perceptions concerning (a) the nature of media work, (b) the value of such work to their classrooms and pupils, (c) the extent of teachers' skill development, and (d) the degree to which CEP met the teachers' perceived needs. Some teachers did not respond to certain items on the questionnaire, leading to fluctuations in total responses. Although the overall teacher perception of CEP services was positive, approximately one-quarter of the respondents felt that they needed additional help.

TABLE 1

SUMMARY OF OVERLAPPING SERVICES RECEIVED
BY TITLE I SCHOOLS

Operational Summary	Number of Schools Interacting With CEP
District Services	
Schools receiving services*	42
Types of Activities	
Audio tape	41
Film study	38
Film making	19
Photography	15
Video tape	14
Slide tape	11
Visual literary	7
Level of Participation	
Responding	31
Reproducing	21
Sensing/reacting	10
Creating	2
Level of Support	
Film use	41
Consulting services	39
Teacher training	27
Equipment use	24
Workshop	12

*NOTE: Within these schools, services were provided to 194 teachers and 12,385 children.

TABLE 2

SUMMARY OF 24 PRINCIPALS' RESPONSES TO CEP QUESTIONNAIRE

Questions	Responses			
	Yes	No	Not Observed	
1. Is CEP media work providing real learning experience for your students?	24	0	0	
2. Is CEP media work an integral part of the school's curriculum?	24	0	0	
3. Among pupils engaged in media work, have you noticed any improvement in basic academic skills?	23	0	1	
	Improved	The Same	Lessened	Not Noticed
4. Among the teachers engaged in CEP, have you noticed any change in attitude toward				
a. teaching?	22	1	0	1
b. pupils?	22	2	0	0
c. interest in class?	22	2	0	0

TABLE 3

SUMMARY OF 114 TEACHERS' RESPONSES TO CEP QUESTIONNAIRE

Questions Asked of Teachers	Responses		
	Yes	No	Not Observed
1. Do you perceive the media work done by your students as real learning experiences?	114	0	0
2. Do you feel the CEP media projects being used in your classroom are an integral part of your class's curriculum?	111	13	0
3. Among pupils engaged in media work, have you noticed any improvement in:			
basic academic skills?	75	9	16
attitude toward school?	92	3	4
motivation?	102	1	1
self-image?	94	2	6
understanding of media?	101	0	3
cooperation with one another?	99	5	0
	Yes	No	Dep./Proj.[1]
4. Do you feel that you can carry out media projects independently?	52	26	32
5. Do you feel that the support you received from CEP was appropriate to your needs?	110	3	

[1] Depends on the project.

Complementary Data

CEP supplied 183 pieces or units of audiovisual equipment for use/service to some 260 teachers and approximately 8,593 students this year. Twenty-three Title I schools were among the 40 schools using the equipment, which ranged from movie cameras to tape recorders.

Conclusions

Teachers and principals have indicated satisfaction with the learning experiences provided by CEP materials and staff. Materials and services are being supplied to forty-two Title I schools. In the case of special equipment about half the Title I schools (i.e., 23) used the equipment which was available to them on loan. Approximately 25% of the respondents felt as if they needed more assistance in the media area.

CREATIVE DRAMATICS
(PBRS #211-02-548)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

Creative Dramatics (CD) is a staff development project which attempts to provide experiences designed to enable participants to become more effective teachers.

The importance of in-service programs for all educational personnel is recognized throughout the teaching profession. Much emphasis is being placed upon the need for programs to upgrade the effectiveness of teachers. Thus the CD program came about.

CD teachers are responsible for attending workshops and other meetings which assure a continued growth through discussion of problems and presentation of new materials.

The main objective of this project is to afford children the opportunities of growing by overcoming language and social problems via teacher familiarization with the techniques of creative dramatics.

Past evaluations indicated that as a staff development program CD has been achieving its objective.

Current Evaluation Procedure

A descriptive evaluation was used during the 1971-1972 school year to assess the current status of the project with respect to its goal. Reports from the project director were studied and the Creative Dramatics Workshop Questionnaire (described in the 1969 evaluation of the project) was used to assess the opinions of all available participating teachers. Findings were summarized in terms of frequency.

Results

The type and extent of services rendered by CD during 1971-1972 are summarized in Table 1.

The key findings provided by the respondents to the Creative Dramatics Workshop Questionnaire are summarized in Table 2. The responses of the participants were favorable.

TABLE 1

SUMMARY OF CD SERVICES GIVEN TO PHILADELPHIA SCHOOLS

District	No. of Schools	No. of Persons	Type of Persons Served	Examples of Services
1	14	68	Teachers School Volunteers Supervisors Lead Teachers Librarians	12 week work shop*
2	21	54	As above	As above
3	11	30	As above	As above
4	18	41	As above	As above
6	9	31	As above	As above
Get Set	8	18	As above	As above
All	15	609	Faculties Intern Teachers Student Teachers	2 hour workshops (in lieu of faculty meeting)
All		90	As above	Continuing staff programs (evening meeting)**
Total	96	941		

*Each District listed had the opportunity of participating in two workshops.

**Two each month.

TABLE 2

SUMMARY OF 195 PARTICIPANTS' RESPONSES TO THE CREATIVE DRAMATICS WORKSHOP QUESTIONNAIRE*

Questionnaire Item*	No. of Responses		
	Yes		No
1. Workshop well organized.	195		0
2. Positive gain from workshop.	195		0
3. Desire to use CD in classroom.	191		4
5. Completed independent reading.	84		110
6. Development of original materials.	142		53
	Agree	Disagree	Undecided
9. CD should be available to more teachers.	187	0	6
10. CD should have citywide workshops.	185	0	10
11. CD should be part of elem. curriculum.	176	4	11
12. CD gave me many new ideas.	159	13	21
13. My pupils are more eager to learn.	122	19	50
14. CD is excellent for pupils with learning disabilities.	152	0	42
15. I gained much . . .	186	0	8
16. I learned new techniques (basic skills).	182	6	6
17. I have better rapport with my pupils.	114	15	57
18. I feel freer and more creative.	149	10	31
19. I have better insight into content	122	11	49
20. I gained sense of each child's worth.	132	19	39
21. CD adds zest to my classroom.	186	4	4
22. I'm more sensitive to people.	170	9	10
23. CD opened lines of communication.	174	0	22
24. I feel more creative.	142	8	35
25. I feel more relaxed.	149	27	10
26. I'm more aware/imaginative.	166	12	16
27. I encourage pupils to listen, think, and verbalize.	172	9	14
28. CD helps independent thinking.	149	7	13
29. CD gives self-confidence to children.	163	4	28
30. CD gives meaning to content.	174	9	12
31. CD causes greater pupil involvement.	145	9	18
32. Desire to participate in future meetings.	176	3	12

*See text for special comment on Items 4, 7, and 8. The responses to those items were different in format (i.e., multiple choice) from those displayed here. Also, where there are less than 195 responses, responses were omitted on the Questionnaire.

Analysis of responses to Workshop Questionnaire Items 4 (perception of value of CD), 7 (Receptivity of pupils), and 8 (Presentation of ideas to your faculty) revealed that 22 (10%) of the participants had presented CD techniques at faculty meetings or in other classes; 111 (57%) tended to consider CD a part of the curriculum, and 154 (79%) reported that CD techniques were accepted by their pupils.

Conclusions

The current project provides a variety of in-service activities across the entire school system. The participants tend to be favorable toward its ideas, techniques, activities, and materials. There is some evidence that about 10% of the participants tend to disseminate their newly learned CD techniques to their faculties.

This year's evaluation replicates earlier findings which indicated that, as a staff development program, CD has been achieving its objectives.

CULTURAL EXPERIENCES
(PBRS #211-06-616)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Cultural Experiences (CE) project is designed to provide pupils in 31 nonpublic elementary schools with field trips, guest speakers, and other activities.

Many target-area children have not been exposed to many of the cultural and educational facilities outside their immediate neighborhoods.

The objective of CE is to make pupils more aware of, and involved with, areas of their culture and community-life situations, to the extent that their willingness to participate in verbal communication within their classes and concerning related subjects will increase.

A comprehensive selection of visitation sites has been developed, which relates to the kinds of cultural and educational experiences pupils should experience to improve their understanding of curriculum areas. The selection was made to provide at least one experience for each major activity studied during the school year. In addition to the field trips, guest speakers are invited to the schools for lectures, forums, and seminars. Follow-up activities are planned to reinforce the experience and the knowledge gained from the exposure.

Current Evaluation Procedure

The 1971-1972 evaluation was based on the assumption that students who become more aware of, and involved with, areas of their cultural and environmental situations will increase in their willingness to participate in verbal communications within their classes.

Question: Has CE provided pupils with experiences which are consistent with the project's stated objective?

The "Summary of Cultural Experiences" form was used to record the number and kinds of cultural experiences students, parents, and teachers participated in during the school year. (A copy of this form is on file in the Research Library of the Board of Education.) Data from the 31 schools were summarized for descriptive presentation.

Results

Results of the CE project are based upon a sample of summary data of the 31 schools involved. On the average, 7 field trips per school were made, with an overlapping total of 14,134 pupils participating, or an average of 73 pupils per trip (based on 215 trips). Visitation sites ranged from the theatre which was visited for cultural experiences, to the zoo for science study units, to Valley Forge for its historical value, to the Longwood Gardens for biological viewings of the flowers.

Conclusions

The CE project appears to be achieving its objective of making pupils more aware of, and involved with, areas of their culture and community-life situations. The experiences provided appear to be related to the pupils' curriculum. It is recommended that a survey of participating pupils, teachers, and principals be utilized in future evaluation cycles in order to assess which experiences are perceived to be of greatest value.

DUAL AUDIO TELEVISION
(PBRS #211-02-844)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Dual Audio Television (DATV) project provides supplementary audio experiences synchronized with a child's favorite TV program (i.e., children listen to the supplementary audio instruction when TV characters are not speaking). The dual audio teacher via a prerecorded radio tape points out the meaning of words, helps with reading, explains concepts and problem-solving processes, raises questions about what is happening, and expresses his own reactions to the program. The taped comments complement those verbal or visual elements of the TV program which can be utilized for instructional purposes. It is hypothesized that participating children's understanding of language, ideas, and intellectual processes of commercial TV will exceed those of nonparticipating children.

Current Evaluation Procedure

An abstract of the evaluation submitted by the project director provided the information for this report. The DATV project is primarily a pilot study to answer the following questions:

1. Is dual audio TV instruction organizationally and technically feasible?

2. Was the dual audio instruction used on a voluntary basis by children?

3. Can dual audio TV teach a variety of information effectively?

4. Does dual audio instruction increase the verbal interaction of children?

5. Can dual audio instruction help to enhance the instructional quality of TV?

6. How expensive is dual audio instruction?

Answers to the above questions were obtained through four sources: (a) practical experiences of implementing the pilot project, (b) pupil responses to dual audio instruction, (c) parent reports, (d) oral cognitive testing of the pupils.

Results

Data relevant to Question 1. Is dual audio TV instruction organizationally and technically feasible?

The management of the TV and radio stations perceived dual audio instruction as an opportunity to serve the public schools and themselves simultaneously. One reason for the cooperation of the TV station was the possibility for increased viewing. Experimental children watched "Astro Boy" 90% (N=38) and control 69% (N=32).

The TV station also supplied DATV with films of the TV program "Astro Boy" which were important for developing the synchronous instructional supplements.

Monitoring of the TV and FM radio program indicated that synchronous dual audio programming was maintained.

Data relevant to Question 2. Was the dual audio instruction used on a voluntary basis by children?

Parents' monitoring of children's activities indicated that children watched the dual audio program "Astro Boy" 83% (38) of the time. Seventy-two percent of the parents (N=38) reported their child enjoyed and listening to dual audio instruction.

Data relevant to Question 3. Can dual audio TV teach a variety of information effectively?

Table 1 indicates results of an orally administered 15-item cognitive test designed to measure specific basic skills content which could have been learned by listening and watching the dual audio program.

Results indicated superior performance on the subjective basic skills test for the experimental group.

Data relevant to Question 4. Does dual audio instruction increase the verbal interaction of children?

Parents monitored their child's talk about the TV program with and without audio supplement. The experimental group had a mean number of verbal interaction pertaining to the TV program "Astro Boy" of 5.2 versus the control group mean of 3.3 as reported by parents.

TABLE 1

ORALLY ADMINISTERED COGNITIVE
TEST OF BASIC SKILLS

Basic Skill	Number of Items	Mean Score	
		Experimental (N=38)	Control (N=32)
Reading	3	2.23	1.81
Vocabulary*	6	2.21	.50
Process	6	1.71	1.03
Total	15	6.15	3.34

*Half of the vocabulary was developed on the radio supplement only.

Data relevant to Question 5. Can dual audio instruction help to enhance the instructional quality of TV?

Seventy-five percent of the parents reported that there was less of a "hypnotizing effect" when dual audio instruction was used than TV alone.

Seventy-two percent of the parents felt their children were able to think more for themselves while watching dual audio instruction.

Data relevant to Question 6. How expensive is dual audio instruction?

Estimated costs are approximately one dollar per child for an hour of dual audio instruction during the five winter months for children in the Philadelphia metropolitan area. This estimate assumes that the FM radio and the TV set are provided by the parents.*

*NOTE: A survey of 40 parents revealed that 99% had TV sets and 79% had FM radios.

Conclusions

The Dual Audio Television project was implemented on a small group of 32 Title I children. The synchronous programming of a TV and radio station was found to be workable. Parents' responses to this type of educational program were positive. Eighty-eight percent of the parents said that they themselves enjoyed listening to the dual audio instruction and 85 percent of the parents felt that the program should be continued.

Results of the cognitive test, consisting of 15 items related to the dual audio format, suggest that there is an educational advantage which dual audio instruction has over the TV program alone. This apparent advantage may be partly a Hawthorne effect in that this was a new experience for the experimental group. Further research is necessary before conclusions can be drawn about the long-term cognitive gains which might be possible if dual audio instruction were implemented on a citywide basis.

HUMAN RELATIONS RETREATS
(PBRS #211-06-798)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Human Relations Retreats project (HRRP) is a staff development program designed to sensitize teachers to human relations problems inherent in target-area schools.

The School District of Philadelphia, in conjunction with the Archdiocese of Philadelphia and nonpublic high school principals, held a series of weekend retreats during the school year.

The sessions consisted of staff education in the areas of inner school pressures, tensions, and problems. Seven groups of 75 participants from high schools attended.

The project was structured so that each group attended two weekend sessions consisting of large group presentations and small discussion groups (10 to 20 members). In addition, participants reported and discussed required readings, and took part in film presentations, designed to stimulate creativity in responding to intergroup relations problems in the school.

The HRRP proposed that as a result of the retreats, staffs of the schools would experience positive attitudinal changes and develop school/community programs for dealing with the problems. It was hoped that the experiences provided would increase staff expertise, reduce the disruptive factors within schools, and result in children receiving a better program and services.

Information was provided by professional consultants, university student consultants, and group facilitators. Topics covered included (a) historical development of present socioeconomic problems, (b) impact of socioeconomic problems on educational institutions, and (c) positive methods for recognizing and dealing with socioeconomic problems within the school program.

Current Evaluation Procedure

A formative evaluation was conducted during the 1971-1972 school year in two phases. The first was a descriptive evaluation which assessed the current status of the project. The second focused on three questions related to participant reaction to the project. A locally produced questionnaire was designed to answer the following questions:

1. What did participants expect from the HRRP workshop?

2. What did participants think was beneficial for themselves personally and for their schools?

3. What suggestions were offered for future HRRP workshops?

Results

Data relevant to Question 1. What did participants expect from the HRRP workshop?

The 45 questionnaire responses which were received are reported in Table 1.

TABLE 1

PARTICIPANT EXPECTATIONS FROM WORKSHOP
(N=45)

Category of Responses	Number of Responses	Percentage of Total
Sensitivity to social problems.	11	24%
Facts-solutions.	8	18%
Assistance-strength.	3	7%
Honest discussion and concern.	8	18%
Expected no benefits.	10	22%
No expectations, or not sure.	5	11%
Total	45	100%

Data relevant to Question 2. What did participants think was beneficial for themselves personally and for their schools?

Fifty-seven questionnaire responses related to this question were received. Some participants answered only Part I or Part II of the question, while others responded to both parts. The responses are reported in Table 2.

TABLE 2

PARTICIPANTS' PERCEPTIONS OF BENEFITS GAINED FROM WORKSHOP
(N=57)

Personal Benefits			School Benefits		
Category	No. of Responses	Percentage of Total	Category	No. of Responses	Percentage of Total
Awareness/ Knowledge	14	32%	Immediate Action	11	36%
Personal Growth	14	32%	Need for structure and planning in school.	12	40%
Interschool and/or interpersonal relationships	13	29%	Failure of adminis. & system	5	17%
No benefits/not sure	3	7%	No benefits for school	2	7%
Total	44	100%	Total	30	100%

Data relevant to Question 3. What suggestions were offered for future HRRP workshops?

Forty-two respondents generated a total of 51 suggestions. The results are reported in Table 3.

TABLE 3

SUGGESTIONS FOR OTHER HRRP WORKSHOPS
(N=51)

Categories	No. of Responses	Percentage
Greater emphasis on history.	2	4%
Facts--not myths.	3	6%
Direction/Solutions/Follow-up.	15	29%
Mandatory attendance.	3	6%
Professional & administrative resources.	7	14%
Change in attitude of leaders.	3	6%
Better aims/planning/structure.	15	29%
No specific suggestions.	3	6%
Total	51	100%

Conclusions

The sessions were planned to bring awareness, sensitivity and appreciation of the black experience, and general experience for the appreciation of others. The program is perceived as contributing to awareness, knowledge, and personal growth of the participants. A small proportion, 6-7%, believe that the experience produced little that was beneficial for either the individual or the school. This would seem to be a positive finding since 22% (see Table 1) expected little or no benefit to accrue from the HRRP.

In terms of future workshops, approximately one-third (29%) of the group believe that "better aims, planning, and structure" would be beneficial. Furthermore, a suggestion for a "direction/solution/follow-up" format was seen as possibly contributing to the project's goals.

Although attainment of all project goals was not possible in a single weekend retreat, participants did learn and become aware of problem areas. If sensitivity and awareness are necessary ingredients to long-range solution, then the HRRP is making positive contributions.

INSTRUCTIONAL MATERIALS CENTERS
(PBRS #211-02-503)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

Instructional Materials Centers (IMCs), as repositories of information, are resource facilities containing books and audiovisual instructional materials. The rich diversity of print and nonprint materials in IMCs makes them more than just traditional libraries.

The chief objectives of this project are to provide library services to teachers and pupils, to instruct children in basic library skills, to maintain books, hardware, and software for the instructional needs of the school, and to provide teachers with needed instructional materials.

Current Evaluation Procedure

A descriptive evaluation was used during the 1971-1972 school year, assessing the current status of the project with respect to its goals.

Extensive project monitoring was conducted by the District Research Associates in Districts 1 through 7 between December and May, using the Title I Observational Checklist. Their findings were summarized in terms of frequency and percentage.

Results

Data obtained from use of the Title I Observational Checklist are summarized in Table 1.

TABLE 1

SUMMARY OF MONITORING DATA BASED ON 60 OBSERVATIONS

Condition Monitored by Observer	Frequency of Observations*	
	Condition Present	Condition Lacking
IMC is attractive, well furnished and equipped.	56	4
Reference area with materials and seating facilities available.	52	8
Hardware is supplied so that software can be utilized.	50	10
Regularly appointed IMC staff is on duty.	24	0
Wide range of print materials available.	31	0
Wide range of nonprint (AV) materials available.	58	1
Teachers are actively involved in library activities.	42	4
Displays and exhibits are present.	52	8
Parents/community volunteer observed assisting.	9	45

*Where total is less than 60, responses were omitted from the Observational Checklist by the observer.

Conclusions

In the 60 observations made during the current school year, IMC facilities were found to be attractive and well equipped (93%) with regularly appointed staff and teachers providing necessary services. A wide range of appropriate nonprint materials was available (96%) and displays of interest to students and teachers were observed (86%). Community volunteers were rarely observed (17%). Formal instruction in the IMC was observed 14% of the time.

ITINERANT HEARING SERVICE
(PBRS #211-05-501)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume. The information in this report was provided by the project director.

Itinerant Hearing Service (IHS) provides hearing services to handicapped children.

It was initiated in the Philadelphia public schools, with one therapist in 1968-1969. It was extended to three therapists in 1969-1970 and to five therapists in 1970-1971. Approximately 100 pupils were being serviced at that time. By June 1971, a population of 400 pupils in Philadelphia public schools had been identified as needing the services of hearing therapists. In September 1971, project services were significantly extended by Title I funding which provided ten additional hearing therapists and a program manager. Title I funding has allowed this service to be extended to approximately 200 more pupils who need it. Although an estimated 100 pupils are on waiting lists at this time, Title I funding has allowed the School District to aid three-fourths of the hearing-handicapped population in regular schools.

The program of services to hearing handicapped pupils in the Philadelphia public schools currently provides for two groups of pupils:

1. Profoundly deaf pupils (Martin School).

2. Hearing-handicapped children who have sufficient speech and language to adapt to regular classes with supportive help. These children are found in every school throughout the city. It is this population that is served by the Itinerant Hearing Service.

State regulations carefully define the population which is served by the program. A loss of 30 decibels (db) or more in the better ear or 50db or more in one ear is required for inclusion in the program. This loss must be verified by a medical examination which includes an audiometric test.

Children in regular schools are given periodic hearing tests by nurses in the schools. Those children who have losses of 30db or more in the better ear or a loss of 50db or more in one ear are referred for hearing therapy. Audiology clinics throughout the city also refer children to us. Every available referral source is utilized. The program manager maintains a central file of all cases referred to the program.

Upon receipt of such a referral, a hearing therapist visits the school and evaluates the status of the hearing-impaired pupil. Among the many factors considered in such an evaluation are these:

1. What is the measured hearing loss?

2. How is the pupil performing academically?

3. How is the pupil communicating with others? Is his speech adequate? Does he have language sufficient for his needs? Can he understand when others communicate with him? Does he lip-read? Is his reading or writing handicapped by his loss?

4. Is he receiving adequate medical attention? Is he in contact with a doctor or clinic? Is he receiving regular hearing-aid evaluations from an audiologist? Is he wearing his aid regularly and does he know how to care for the aid? Does he know how to adjust his aid to obtain maximum benefit from its use?

5. Does he demonstrate an ability to hear sounds and use all his available hearing? Can he discriminate words, phrases, sentences? Can he follow the teacher's directions? Can he follow classroom discussions?

6. What are his feelings about his handicap? How is he treated by his classmates, parents, and others?

7. How does his teacher deal with his hearing loss? Does she know his needs, expectations, and communicating ability?

In the evaluation process, the therapist administers tests to the pupil and obtains background information from his record. It is usually necessary to see the school nurse, counselor, principal, and teacher. Clinics are usually contacted for additional medical and audiometric information.

The hearing therapist maintains an ongoing evaluation of the children within her district. The program personnel are graduates of college programs in speech and hearing or deaf education. As part of the program, one afternoon each week is utilized for in-service work to improve diagnostic and therapeutic techniques and instructional methods.

The hearing therapist regularly sees children who qualify for service under state guidelines. These guidelines indicate that a case load of fifteen to twenty pupils per therapist should be seen on the average of twice weekly on an individual basis. More involved cases may be seen as often as four to five times a week. The therapy sessions are one-half hour. The therapist sees each child at his own school. The following services are provided:

1. Auditory training to help the child utilize his residual hearing to the maximum. Special electronic equipment is used in this process.

2. Lip-reading training.

3. Language therapy to help the child develop complete, correct sentences, develop vocabulary, and function fully in all receptive and expressive areas of language.

4. Speech therapy to correct speech production including articulation, voice usage, melody, and inflectional patterns.

5. Hearing-aid counseling to assist and encourage the correct use and care of the hearing aid, including periodic evaluation of its functioning. This part of the program includes obtaining and replacing aids.

6. Academic tutoring to define those areas in which the child needs additional support; to obtain such support from regular school personnel if possible; to obtain individual tutoring from paid tutors if indicated.

7. Consultation to establish and achieve common goals with parents, teachers, other school personnel, and clinics, doctors, welfare agencies, etc., in a team approach to the pupil's problems.

As part of this program of services, the therapist is regularly involved with class placement considerations of pupils with hearing problems in conjunction with the teacher, principal, psychologist, and parent.

Current Evaluation Procedure

A descriptive evaluation provided by the project director was used during the 1971-1972 school year, assessing the current status of the project with respect to the delivery of hearing services.

Results

The number of children served by the IHS during the 1971-1972 school year is summarized in Table 1.

TABLE 1

SUMMARY OF INDIVIDUAL SERVICES DURING 1971-1972

GRADE LEVEL	NUMBER OF PUPILS
Preschool	6
Grades 1-3	43
Grades 4-6	65
Grades 7-12	66
Special	32
TOTAL	212

In their assigned areas of the School District, the ten therapists investigated all (i.e., hearing-problem cases) referred to them by nurses, teachers, clinics, the center office, and psychologists. Although an exact counting of these referrals was not made, it is reasonable to estimate the total number of careful investigations at a minimum of 100 cases per therapist. These ten therapists completed the evaluation of approximately 400 cases during the year. Of the cases investigated, 212 were eligible and given regular service.

The overlapping services given to the 212 children are summarized in Table 2.

TABLE 2

SUMMARY OF TYPES OF SERVICES PROVIDED TO 212 CHILDREN BY THE ITINERANT HEARING SERVICE DURING 1971-1972

TYPE OF SERVICE	CHILDREN	PERCENTAGE OF CHILDREN
Speech Therapy	132	62%
Auditory Training	199	94%
Speech Reading	135	64%
Language Therapy	138	65%
Academic Tutoring	169	80%
Hearing Aid Counseling	108	51%
Parent Counseling	147	69%
Vocational Counseling	20	9%
Personal Counseling	124	58%
Referral for Clinical Testing	212	100%
Referral to other agencies	37	17%

Of the 212 children seen regularly for service, only ten will repeat the grade next year.

Thirty-nine of the 212 children served by this program received academic tutoring twice a week from a paid tutor as recommended by the hearing therapist and arranged by the program manager. This tutoring was funded out of

the regular operating budget as an extension activity. This tutoring was in addition to the help provided by the hearing therapist, where academic success required such help.

Complementary Data

In this initial year, some standardized tests have been purchased to help evaluate pupil progress next year. It is also planned to purchase more test materials for future evaluations. Among these measures are the following:

1. Myklebust Test of Speechreading (lipreading);
2. G. F. W. Test of Auditory Discrimination;
3. Illinois Test of Psycholinguistic Ability;
4. Peabody Picture Vocabulary Test;
5. Templin-Darley Test of Articulation;
6. Northwestern Syntax Screening Test.

Conclusions

Two hundred and twelve pupils having hearing difficulty have received regular services designed to alleviate hearing problems. In addition, there is evidence to show that some children probably need resource-room help in regular schools. As a result of this, the Speech and Hearing Office has requested two new resource rooms for hearing-handicapped in elementary schools. This proposal has been made under the regular program.

MOTIVATION "B"
(PBRS #211-06-805)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Motivation "B" project is a dropout-prevention project serving students of six parochial high schools in the Title I target area.

The primary purpose of the project is to reduce the dropout potential among groups of students from the Title I target area who are in attendance at the following schools: West Catholic Boys, West Catholic Girls, St. Thomas More, John W. Hallahan, Roman Catholic, and Cardinal Dougherty. The assumption is that students from the target area come to the high school with scholastic deficiencies which increase their probability of becoming dropouts from the regular academic program.

Current Evaluation Procedure

A descriptive evaluation was conducted during the 1971-1972 school year, assessing the current status of the project with respect to its goals. Data dealing with program components, types of activities and perceptions of the project's effects upon participants were provided by the Coordinator of Nonpublic School Projects.

Results

A summary of the data relating to general student enrollment, number of participants in the project, general dropout rate, and the dropout rate among project participants is presented in Table 1.

TABLE 1

SUMMARY OF ENROLLMENT AND DROPOUT DATA AMONG PROJECT PARTICIPANTS AND NONPARTICIPANTS

School	General Enrollment	No. Children Participating	No. General Dropouts	No. Partic. Dropouts
St. Thomas More H.S.	563	130	0	0
West Cath. Girls H.S.	2313	480	14	0
West Cath. Boys H.S.	1475	113	2	1
Hallahan Girls H.S.	1953	130	0	0
Cardinal Dougherty H.S.	5350	169	4	0
Roman Cath. H.S.	943	108	7	2
Totals	12,597	1,130	27	3

Conclusions

The Coordinator of Nonpublic School Projects reported that students in the project reacted favorably toward the ideas, techniques, and activities related to the project. Findings tend to confirm and support this view, reflected in the relatively low dropout rate of both project participants and nonparticipants during the first year's operation of the project. Future evaluations will focus on the academic performance of participants in the areas of basic skills.

MULTIMEDIA CENTER
(PBRS #211-06-615)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Multimedia Center (MMC) came into existence in answer to a need to enrich the learning experiences of culturally target-area children in inner-city schools through multisensory concept development.

The Multimedia Center houses a large variety of audiovisual aids encompassing simple, unitary packages and complete, synchronized instructional programs. Equipment essential for these audiovisual presentations is also provided and maintained by the center.

The MMC has instituted three major functions: (a) classification and codification of incoming AV materials; (b) staff development via "hands-on" workshops in which school personnel (including students) are invited to the MMC to learn how to operate equipment; and (c) curriculum development is provided concurrently with the development and presentation of the lesson demonstration. The project coordinator worked with the Educational Curriculum Consultant (ECC) to generate a "multimedia component package" which was consistent with the instructional objectives of the chosen lesson. This innovative technique was envisioned as a systematic method for coordinating packages of multimedia materials with expressed instructional objectives.

The project seeks the following results:

1. To establish a reservoir of AV materials that are related to the instructional needs of the schools, teachers, and pupils they serve in Title I projects.

2. To give teachers, paraprofessional aides, and students in-service training in the use of AV hardware and software.

3. To provide and integrate multimodal AV materials into the instructional programs in the schools and into the learning experiences of the pupils.

Formative evaluations conducted during 1968-1971 dealt with descriptions of resource materials, instruction provided, and in-service training.

Current Evaluation Procedures

The current evaluation focused on three key areas:

1. Evaluation of AV materials supplied by MMC;

2. Evaluation of the in-service training in AV equipment during the school year 1971-1972;

3. Evaluation of services performed by MMC.

A locally devised survey was distributed to the 52 participating schools. (A copy of the survey is on file in the Office of Research and Evaluation, 21st Street South of the Parkway.) Teachers, principals and coordinators (N=57) responded to each of the 14 survey items by rating them on a scale from 1 (Unsatisfactory) through 5 (Superior). The ratings were then converted into scores according to the weights shown in Table 1.* Within this technique, a range of possible scores from -28 (i.e., -2 X 14 items) through 0 (i.e., 0 X 14 items) to +28 (i.e., +2 X 14 items) for the total instrument was possible.

TABLE 1

SCORING PROCEDURE USED IN THE MMC SURVEY

Category	Rating	Scoring Weight	Interpretation
Omit	0	0	------
Unsatisfactory	1	-2	Negative
Marginal	2	-1	Negative
Satisfactory	3	0	Neutral
Good	4	+1	Positive
Superior	5	+2	Positive

Results

The average score for the total survey across all 52 schools was +11.6, which is equal to a rating of 4 (i.e., "Good" category). A summary of the item responses is provided in Tables 2, 3, and 4.

*NOTE: These weights, arbitrarily assigned, facilitated analysis. Individual items could range from -2 (unsatisfactory) to 0 (satisfactory) to +2 (excellent).

TABLE 2

SUMMARY OF 57 RESPONDENTS' EVALUATIONS OF AUDIO VISUAL MATERIALS SUPPLIED BY THE MULTIMEDIA CENTER

Items	Average Score	Corresponding Rating
Availability of materials	.98	Good
Correlation of material with curriculum	1.29	Good
Variety of materials in regard to subject matter	1.14	Good

TABLE 3

SUMMARY OF 57 RESPONDENTS' EVALUATIONS OF IN-SERVICE TRAINING IN AUDIOVISUAL EQUIPMENT DURING THE 1971-1972 SCHOOL YEAR

Items	Average Score	Corresponding Rating
Frequency of sessions	.44	Satisfactory
Quality of demonstration of AV equipment	.49	Satisfactory
Presentation's applicability to situation	.66	Satisfactory
Availability of coordinator for consultation	.77	Good

TABLE 4

EVALUATION OF MMC SERVICES BY 57 RESPONDENTS

Type of Service	Average Score	Corresponding Rating
Codification and classification of materials in catalogue	.75	Good
Organizational procedures in requisitioning of materials	1.03	Good
Trucking service	.75	Good
Repair service provided by center	.78	Good
Repair service performed by outside vendors	.62	Satisfactory
Duplication of materials: transparencies, tapes, etc.	1.07	Good
Reserve system	.90	Good

Conclusions

1. MMC has established a reservoir of AV materials that are perceived by users as being related to the instructional needs of the schools, teachers, and pupils served by the project.

2. The project is perceived positively with respect to providing in-service training in the use of AV hardware and software.

3. The project is perceived as providing the supportive services which are prerequisite to attaining its instructional goals.

MUSIC SPECIALIST TEACHERS
(PBRS #211-02-514)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Music Specialist Teachers (MST) project provides 20 instructors who teach music and music appreciation in 35 target-area public elementary schools.

The major purpose of this project is to afford children the opportunity of acquiring proficiency and confidence in some music-making activities and to allow for regularly scheduled musical activities.

Current Evaluation Procedure

A descriptive evaluation was used during the 1971-1972 school year, assessing the current status of the project with respect to its goals.

Extensive project monitoring was conducted by the District Research Associates in Districts 1 through 7 between December and May, using the Title I Observational Checklist. Findings were summarized in terms of frequency and percentage.

Results

Data obtained from use of the Title I Observational Checklist are summarized in Table 1.

TABLE 1

SUMMARY OF MONITORING DATA BASED ON 20 OBSERVATIONS

Condition Monitored by Observer	Frequency of Observations*	
	Condition Present	Condition Lacking
Students using musical instruments	13	5
Students singing	16	2
Students listening to music	13	5
Students instructed about musicians	13	5
Classroom teacher present	5	13
Pupils participating in critique of lesson	8	8
No. of visits per week by Music Specialist Teacher: 1 visit		
No. of minutes per visit by Music Specialist Teacher: 45 minutes		

*Where total is less than 20, responses were omitted from the Observational Checklist by the observer.

Conclusions

Twenty visits during the current school year revealed that the services delivered by MST were well received (i.e., children were interested, involved, and cooperative during 85% of the observations) and well attended (i.e., 88% of pupils enrolled were present). Regular classroom teachers were present 35% of the time. Alternative staffing patterns which facilitate more comprehensive usage of the Music Specialist teacher should be explored.

SPEECH AND HEARING
(PBRS #211-06-720)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Speech and Hearing project was funded to enable pupils with a speech and hearing problem to function effectively in the classroom.

Some defects cause children to become underachievers, withdrawn and noncommunicative.

The principal objective of the project is to provide speech and hearing evaluation and consultation service as well as to provide speech and hearing therapy.

Children whose handicaps were moderate-to-severe were admitted to speech class. Preference was given to children with physical defects (e.g., cleft palate, hearing handicap), older children, and children whose speech pattern was unintelligible.

At the beginning of therapy, a Templin-Darley screening test was administered to all pupils. In addition, a full sound analysis was completed for all new admissions.

This project operated in 48 nonpublic schools within the city of Philadelphia. Eight fully qualified therapists were assigned to the program. Each of the therapists maintained a case load of about 100 children. The children were divided into homogeneous groups of 4-5 children and were seen once or twice weekly, according to their needs. Enrollment and intensity of therapy are shown in Table 1.

TABLE 1

SUMMARY OF LESSON SERVICES TO CHILDREN

Length and Frequency of Lessons	No. of Children (Average)
30 minutes, once a week	896
30 minutes, twice a week	76
15 minutes, twice a week	14
TOTAL	986

Current Evaluation Procedure

The current evaluation was focused on two questions related to the project's stated objectives:

1. How well is the project attaining its objective of providing speech and hearing evaluation and consultation service?

2. To what extent is the project attaining its objective to provide therapy for each identified pupil?

A comprehensive evaluation of the information gathered by the therapist was used to determine the kinds and frequencies of the deviations in the pupils sampled. The Templin-Darley Standardized Screening Test of Articulation Skills was used. In addition, a full sound analysis was completed for all new admissions.

All students in the second and eighth grades were screened for speech deviations as well as all students referred to the speech teacher. Pretest and posttest scores on the Templin-Darley test were analyzed.

Results

The average monthly enrollment was 2,521 children. Throughout the year 1,111 cases were treated in therapy: 978 defective articulation cases and 133 stuttering cases.

In total number, 20,175 sessions were recorded for the 1,111 children throughout the year. Average number of sessions attended per child was 18.2.

The average pretest score on the Templin-Darley test was 31.7; the average posttest score was 37.7.* The average gain per child was 6.0 points.

Table 2 shows the number of children treated, and the number either corrected or significantly improved.

*NOTE: The test has a maximum possible score of 50.

TABLE 2

THERAPY CASES CORRECTED AND DISMISSED IMPROVED

Item		Defective Articulation: 987 cases	Stuttering: 133 cases
Corrected:	Number	137	16
	Percentage	14%	12%
Dismissed Improved:	Number	39	0
	Percentage	4%	0%

Conclusions

Children are being screened and are receiving weekly services from the Speech and Hearing project. Evidences that the project is helping to correct such speech impediments as defective articulation and stuttering include (a) improvement on the Templin-Darley posttest and (b) the number of children showing either corrected speech patterns or sufficient improvement to warrant dismissal from therapy.

SPEECH THERAPY CLINICS
(PBRS #211-05-594)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Speech Therapy Clinics project was designed to alleviate and/or eliminate pupils' specific speech defects.

Within any given community, there are some children who have experienced the unpleasant consequences of a speech defect. Some defects cause some children to become underachievers, withdrawn and noncommunicative.

Objectives of the project include the following:

Objective 1. To provide speech evaluation and consultation service.

Objective 2. To provide speech therapy for each identified pupil that will assist him to improve or attain a level of speech adequacy.

Nine speech therapists and one consulting therapist operate nine clinics located within the Archdiocese of Philadelphia. These clinics operate from 9:00 a.m. until 1:00 p.m. on Saturdays. They offer parental consultation and individual and group therapy.

The consulting therapist serves approximately 40 schools. Upon the request of a principal, nurse, or parent, the consulting therapist makes an appointment to go to the school. After the child has been evaluated for speech deviations, the therapist consults with the classroom teacher and sets up an appointment for the following week with the child's parents. Using the Guides provided by the Speech Correction Office, the therapist gives suggestions to the parents in cases where therapy is not urgent, or until therapy can be provided. A record is made for the child giving the date of examination, the diagnosis of the speech deviation, and the therapist's recommendation for treatment. If an immediate placement of the child cannot be made, this history record is returned to a Concurrent Pupil Service List. Requests for this service have increased by 50% since two years ago.

Current Evaluation Procedure

The current evaluation focused on two questions related to the project's stated objectives:

1. How well is the project attaining its objective of providing speech evaluation and consultation service?

2. To what extent is the project attaining its objective of providing speech training (therapy) for each identified pupil that will assist him to improve or attain a level of speech adequacy?

A comprehensive evaluation of the information gathered by the speech therapist was used to determine the kinds and frequency of the speech deviations in the pupils sampled. Included in this descriptive summary data were the enrollment patterns at the nine clinics, the number of visits made by the pupils, and the number of clinic therapy sessions which were held.

Using the Templin-Darley Standardized Screening Test of Articulation Skills, all students in the second and eighth grades were screened for speech deviations. The treatment sample consisted of two groups: (a) pupils identified and referred by principals, nurses, and parents, and (b) pupils on a waiting list developed during the previous year's screening. They were pretested and posttested on the Templin-Darley test to determine whether significant improvement was made.

Results

Summary data revealed that at the nine speech therapy clinics, the average number of sessions attended was 15.8 per child, and 1,817 sessions were recorded for 115 children throughout the year.

On the Templin-Darley test (maximum possible score: 50) the average pretest score was 29.5; the average posttest score was 40.3. The average gain was 10.8.

Table 1 shows the number of pupils treated and either corrected or significantly improved.

TABLE 1

THERAPY CASES CORRECTED AND DISMISSED IMPROVED

Item	Defective Articulation: 95 cases	Stuttering: 15 cases
Corrected: Number	27	3
Percentage	28%	20%
Dismissed Improved: Number	5	0
Percentage	5.3%	0%

Children whose speech defect was moderate-to-severe were admitted to the Speech Clinic. Table 2 reveals to some extent the degree to which these clinics are being used and are needed.

TABLE 2

SUMMARY OF CHILDREN SCREENED

Classification	Defective Articulation and/or Stuttering Cases (Number Screened - 356*)
Urgent	112
Moderate	126
Treated	115
Awaiting Treatment	123

*NOTE: Not all cases screened were in need of treatment or eligible for treatment.

Conclusions

Children with speech impediments were identified and treated or placed on a waiting list. Children who received speech therapy did show improvement in speech, as measured by the Templin-Darley test. Approximately a quarter of the children showed significant improvement or correction, as determined by the speech therapist.

A waiting list indicates that children who have been identified as requiring speech therapy have had treatment deferred to next year. In part, the number treated was reduced this year as a result of the late opening of two of the Saturday morning clinics.

UNDERSTANDING
(PBRS #211-06-502)

The Project

This project report should be interpreted in the context of the "cluster overview" in earlier pages of this volume.

The Understanding (UP) project attempts to reduce social prejudice through contact with persons of a variety of racial and social backgrounds in purposeful work.

Students meet for three periods a day in an informal environment wherein they participate in activities in an interdisciplinary framework of history, English, and educational psychology. The daily activities are developed from assessments of student needs and interests conducted by three members of the project. Other activities include presentation of student-developed programs to the rest of the school, field trips to local institutions related to classroom activities, and a weekend retreat. In addition, resource persons are available to acquaint the faculty with alternative approaches to traditional classroom environments. Opportunities to expereriment with these alternatives are provided.

Current Evaluation Procedure

A descriptive evaluation was conducted during the 1971-1972 school year, assessing the current status of the project with respect to its goals. Data dealing with program components, number of retreats conducted, types of activities, and perceptions of the project's effect upon participants were provided by the Coordinator of Nonpublic School Projects.

Results

Responses to a student questionnaire, summarized in Table 1, represent the degree to which the project was perceived as serving the needs of the participants.

TABLE 1

SUMMARY OF 27 PARTICIPANTS' RESPONSES TO QUESTIONNAIRE

Questionnaire Items	Responses - Percentages		
	Definitely True of Me	Somewhat True	Not True of Me
1. I have become more aware of the feelings I have.	85%	15%	--
2. I have become more honest with myself.	62%	38%	--
3. I am less defensive, I do not have to make as many excuses for my behavior.	28%	61%	11%
4. I think and feel more positively about myself.	47%	42%	11%
5. I have increased my acceptance of responsibility for myself.	74%	26%	--
6. I have become more aware of my major concerns.	47%	47%	6%
7. I have become more aware of how my patterns of behavior serve or hinder me.	40%	57%	3%
8. I am able to deal with my fears and feelings concerning racial tension more openly.	44%	53%	3%
9. I feel I have grown in ways that are important to me from September to May.	81%	16%	3%

Conclusion

Analysis of responses to the questionnaire indicated that the majority of students felt they had developed a more positive image of themselves and their behaviors. They also felt more comfortable about discussing racial issues and concerns.

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